

Orangeburg 3 School District

Post Office Box 98

Holly Hill, South Carolina

Grades	PK-12 District	
Enrollment	3,073 Students	
Superintendent	Dr. Cynthia Cash-Greene	803-496-3288
Board Chair	Robert Williams	803-496-3288

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	At-Risk
2010	Average	Excellent
2009	At-Risk	At-Risk
2008	At-Risk	Excellent
2007	At-Risk	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

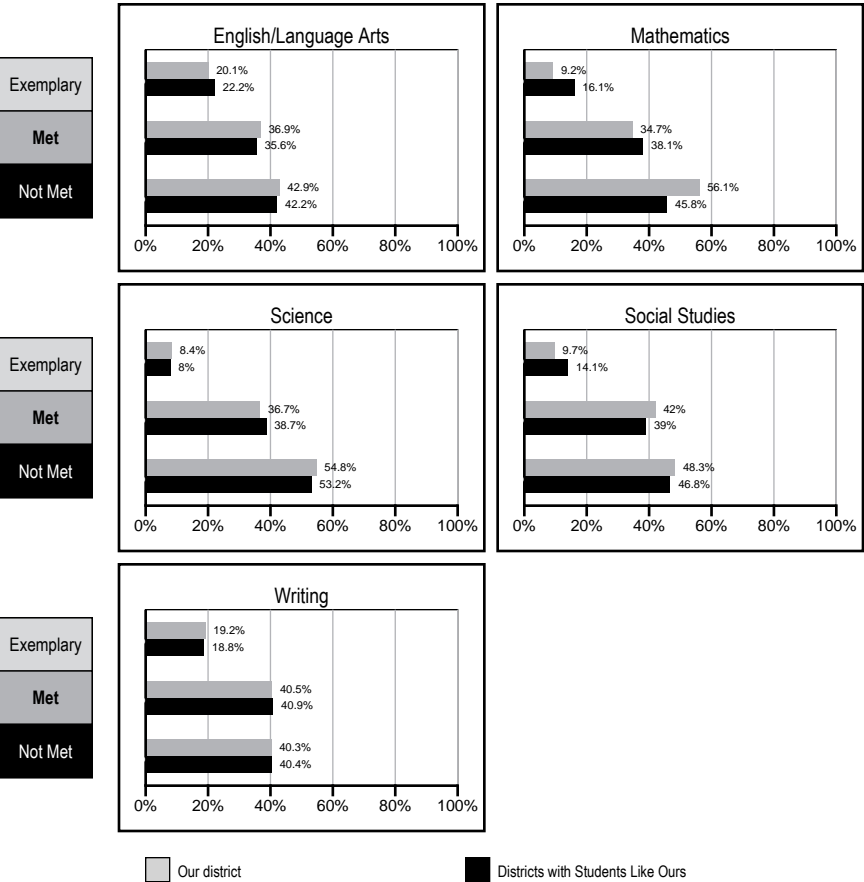
97.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	6	3	8

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed both subtests	66.0%	70.9%	61.3%	60.8%	62.4%	65.8%
Passed one subtest	17.6%	14.1%	18.1%	20.4%	17.2%	18.3%
Passed no subtests	16.4%	15.0%	20.6%	18.8%	20.4%	15.9%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	59.5%	64.8%
English 1	39.0%	51.8%
Biology 1/Applied Biology 2	46.2%	42.7%
Physical Science	17.9%	39.1%
US History and the Constitution	17.8%	23.6%
All Subjects	35.3%	44.1%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	191	251	207	187
Number of Graduates in Cohort	174	180	145	131
Rate	91.1%	71.7%	71.6%	72.8%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	190	N/A	196
Number of Graduates in Cohort	N/A	174	N/A	139
Rate	N/A	91.6%	N/A	72.7%

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,073)				
First graders who attended full-day kindergarten	98.7%	Down from 100.0%	100.0%	99.6%
Retention rate	3.0%	Up from 2.3%	3.0%	2.3%
Attendance rate	94.7%	No Change	95.9%	95.8%
Served by gifted and talented program	4.6%	No Change	6.9%	14.0%
With disabilities other than speech	6.6%	Down from 10.7%	7.6%	7.4%
Older than usual for grade	2.6%	Down from 3.9%	4.1%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.2%	0.5%	0.5%
Enrolled in AP/IB programs	0.0%	Down from 16.4%	3.8%	12.2%
Successful on AP/IB exams	N/A	N/A	17.8%	52.9%
Eligible for LIFE Scholarship	23.2%	Down from 23.4%	26.6%	30.3%
Enrolled in adult education GED or diploma programs	13	Down from 20	42	66
Completions in adult education GED or diploma programs	6	Down from 11	22	35
Annual dropout rate	3.8%	Up from 2.5%	2.1%	2.8%
Teachers (n=211)				
Teachers with advanced degrees	65.4%	Down from 65.9%	59.8%	61.2%
Continuing contract teachers	81.5%	Down from 83.4%	77.6%	85.6%
Teachers returning from previous year	89.4%	Down from 92.1%	84.2%	90.3%
Teacher attendance rate	93.4%	Up from 92.3%	94.4%	95.2%
Average teacher salary*	\$48,127	Down 0.9%	\$43,073	\$46,166
Vacancies for more than nine weeks	1.4%	Up from 0.0%	0.8%	0.0%
Professional development days/teacher	15.4 days	Up from 11.6 days	12.7 days	12.2 days
District				
Superintendent's years at district	2.0	Up from 1.0	1.0	3.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 18.4 to 1	19.4 to 1	21.7 to 1
Prime instructional time	86.7%	Up from 85.9%	89.2%	90.1%
Dollars spent per pupil**	\$10,749	Down 5.2%	\$11,132	\$9,140
Percent of expenditures for teacher salaries**	52.0%	Up from 51.8%	47.9%	53.5%
Percent of expenditures for instruction**	54.0%	Up from 53.6%	51.3%	56.5%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Number of schools	7	No Change	4	9
Number of magnet schools	5	Up from 1	0	0
Portable classrooms	0.0%	No Change	2.0%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	7.0	No Change	4.0	8.0
Parents attending conferences	94.4%	Down from 94.8%	93.7%	96.6%
Average administrator salary	\$74,175	Down 11.5%	\$73,211	\$78,000

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	222	88.7%	1147	35.3%	191	91.1%	No
Gender							
Male	113	87.6%	602	34.1%	74	91.9%	N/A
Female	109	89.9%	524	38.0%	117	90.6%	N/A
Racial/Ethnic Group							
White	19	100.0%	112	50.9%	14	64.3%	N/A
African American	202	87.6%	1007	34.1%	171	94.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	13	30.8%	133	10.5%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	168	87.5%	889	34.1%	163	93.9%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2011

	Our District	Districts with Students Like Ours
Percent	88.7%	85.9%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	492	411	461	424	470	401	1423	1236		
State	481	479	495	489	463	459	1438	1427		
Nation	497	494	510	506	486	483	1493	1483		
ACT	English		Math		Reading		Science		Total	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
District	15.1	16.1	16.7	17.1	16.0	16.8	16.8	17.1	16.3	16.9
State	18.8	19.0	20.0	20.1	19.7	20.0	19.9	19.9	19.7	19.9
Nation	20.5	20.6	21.0	21.1	21.3	21.3	20.9	20.9	21.0	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	29.4 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Orangeburg Consolidated School District Three serves more than 3,000 students in grades child development through twelfth grade. The county Federal Headstart program also occupies space within our elementary schools. Our commitment to continuous academic improvement for every student is demonstrated through our efforts to obtain and provide district-wide choice in Arts and Technology; Science, Technology, Engineering and Math as well as the International Baccalaureate programs.

The district serves a diverse group of students and is prepared to provide the services needed for success in college. Professional learning aligned to district goals outlined in the strategic plan include: direct instruction, literacy across the curriculum, mathematics instruction, intervention strategies, response to intervention, the use of data to make instructional decisions, classroom observations, collaboration and planning through grade levels, content and vertical dialogue.

In order to promote a healthy learning environment, the district continued its focus on literacy and direct instruction which resulted in gaining an additional school meeting AYP in 2010. Other noteworthy accomplishments of the 2010-2011 year include: Magnet School of America Grant recipient, Palmetto and Gold Award recipients, improvement in both the "Growth and Absolute Ratings" on the 2010 State Report Card and a 29% improvement in the graduation rate. During the first semester of the 2011 school year, the district staff engaged in concentrated professional learning to ensure preparation for the full implementation of three K-12 pathways during the year 2011-2012.

The administration in conjunction with the School Board of Trustees is committed to promoting continuous improvement in all schools through the reorganization of schools, ongoing professional learning, partnerships with local community agencies and surrounding higher education institutions.

Cynthia Cash-Greene, Ed. D.
Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 14 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Continuing District Improvement
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The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Number of students in their first year of US school.	1
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Title I Schools' School Improvement Status

School	Status	School	Status
Holly Hill-Roberts Middle	R	Vance-Providence Elementary	CA
Holly Hill Elementary	R	Ellore Elementary	R

The Orangeburg 3 School District consists of 7 public schools with 4 of these schools, or 57.1%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	1338	97.4	41.6	37.7	20.7	71.8	82.4	No	Yes
Gender									
Male	658	96.4	44.6	36.1	19.3	69.3	78.7	N/A	N/A
Female	680	98.4	38.9	39.2	22	74.1	86.2	N/A	N/A
Racial/Ethnic Group									
White	131	98.5	26.3	35.6	38.1	82.2	88.9	Yes	Yes
African American	1176	97.3	43.3	38	18.7	70.4	72.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	25	96	36.4	40.9	22.7	86.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status									
Disabled	204	82.8	77.2	18.5	4.3	35.8	48.1	No	No
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
Limited English Proficient									
Limited English	18	94.4	42.9	21.4	35.7	78.6	78.3	I/S	I/S
Socio-Economic Status									
Subsidized meals	1199	97.3	42.8	38.2	19	70.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	1338	99.5	56	34.7	9.3	59.6	81.9	No	Yes
Gender									
Male	658	99.2	58.5	31.8	9.7	56.7	79.9	N/A	N/A
Female	680	99.7	53.6	37.5	8.9	62.3	84.1	N/A	N/A
Racial/Ethnic Group									
White	131	100	35.8	47.5	16.7	74.2	88.9	No	Yes
African American	1176	99.4	58.6	33.1	8.3	57.8	71.4	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	25	100	43.5	43.5	13	65.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status									
Disabled	204	96.6	92.6	6.3	1.1	15.3	47.3	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
Limited English Proficient									
Limited English	18	100	33.3	40	26.7	66.7	81.4	I/S	I/S
Socio-Economic Status									
Subsidized meals	1199	99.5	57.5	33.9	8.6	57.8	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	885	98.5	54.7	36.8	8.5	45.3	68.6
Gender							
Male	442	98.9	52.2	37.1	10.7	47.8	68.3
Female	443	98.2	57.1	36.6	6.3	42.9	68.9
Racial/Ethnic Group							
White	80	97.5	30.6	45.8	23.6	69.4	80.7
African American	787	98.7	57.3	35.8	6.9	42.7	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	15	100	38.5	53.8	7.7	61.5	61.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	134	97.8	85.8	13.4	0.8	14.2	35.7
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	11	100	55.6	22.2	22.2	44.4	60.7
Socio-Economic Status							
Subsidized meals	790	98.5	56.1	36.2	7.7	43.9	57.3

Social Studies

All Students	885	97.9	47.6	42.6	9.9	52.4	72.5
Gender							
Male	423	97.2	50.1	37.7	12.1	49.9	72
Female	462	98.5	45.3	46.9	7.9	54.7	73.1
Racial/Ethnic Group							
White	79	98.7	38	42.3	19.7	62	81
African American	785	98	48.4	42.6	9	51.6	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89
Hispanic	17	88.2	50	50	0	50	69.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	133	91.7	80.2	18.1	1.7	19.8	40.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	12	100	40	50	10	60	69.7
Socio-Economic Status							
Subsidized meals	793	97.9	48.7	42.3	9	51.3	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	440	97.5	39.1	41.3	19.6	60.9	73.2	95.6	96.1
Gender									
Male	218	97.3	44.3	37.3	18.4	55.7	67.2	95.4	96.1
Female	222	97.8	34.1	45.2	20.7	65.9	79.4	95.9	96.2
Racial/Ethnic Group									
White	51	94.1	19.6	50	30.4	80.4	81.5	92.9	95.9
African American	377	97.9	41.8	40.7	17.5	58.2	61.3	95.9	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87	97.7	97.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	66.7	96.3	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	72.2	94.4	95.1
Disability Status									
Disabled	57	98.3	90.7	7.4	1.9	9.3	26	94.7	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	N/A	96.8
Limited English Proficient									
Limited English	6	I/S	I/S	I/S	I/S	I/S	65.7	97.8	96.9
Socio-Economic Status									
Subsidized meals	387	97.9	40.7	42.1	17.2	59.3	63.2	95.7	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	232	97.8	28.1	32.6	39.4	71.9
	4	242	95.5	45.9	38.9	15.3	54.1
	5	234	99.6	35	46	19	65
	6	202	99.5	40.7	41.8	17.5	59.3
	7	201	97.5	43.9	32.3	23.8	56.1
	8	216	99.1	61.1	26.1	12.8	38.9
2011	3	232	94.4	33.5	25.2	41.3	66.5
	4	235	93.2	34.3	50.2	15.4	65.7
	5	240	99.6	41.3	41.8	16.9	58.7
	6	231	99.6	46.5	35.9	17.5	53.5
	7	199	99.5	44.7	37.9	17.4	55.3
	8	201	98.5	50	34.9	15.1	50
Mathematics							
2010	3	232	100	50.2	32.6	17.2	49.8
	4	242	99.6	50.2	41.9	7.9	49.8
	5	234	100	50.7	37.4	11.9	49.3
	6	202	99.5	43.3	44.8	11.9	56.7
	7	201	97.5	58.2	31.7	10.1	41.8
	8	216	99.1	63.1	31.5	5.4	36.9
2011	3	232	99.6	61	25.7	13.3	39
	4	235	100	61.6	31	7.4	38.4
	5	240	99.6	59.1	35.6	5.3	40.9
	6	231	99.6	51.2	37.3	11.5	48.8
	7	199	99.5	51.6	40.5	7.9	48.4
	8	201	98.5	50	39.8	10.2	50
Science							
2010	3	118	97.5	64.9	27.9	7.2	35.1
	4	241	100	53.7	40.2	6.1	46.3
	5	119	100	53.9	38.3	7.8	46.1
	6	101	99	44.8	52.1	3.1	55.2
	7	196	100	32.3	48.1	19.6	67.7
	8	107	99.1	60.2	31.6	8.2	39.8
2011	3	114	100	67.6	25	7.4	32.4
	4	235	100	62.5	34.3	3.2	37.5
	5	122	97.5	64.9	28.9	6.1	35.1
	6	116	94.8	50.5	41	8.6	49.5
	7	198	99.5	32.3	52.9	14.8	67.7
	8	100	97	59.1	29	11.8	40.9

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	114	99.1	33	50.5	16.5	67
	4	241	100	44.5	45.4	10	55.5
	5	115	99.1	54.1	36.9	9	45.9
	6	101	95.1	25.5	61.7	12.8	74.5
	7	195	100	46.8	35.6	17.6	53.2
	8	107	96.3	42	47	11	58
2011	3	117	97.4	38.2	43.6	18.2	61.8
	4	235	100	42.1	51.4	6.5	57.9
	5	118	96.6	57.8	33	9.2	42.2
	6	115	97.4	43.4	51.9	4.7	56.6
	7	199	99.5	60	30.5	9.5	40
	8	101	92.1	38.2	46.1	15.7	61.8
Writing							
2010	3	233	98.7	42.3	32.9	24.8	57.7
	4	245	98.8	51.1	36.8	12.1	48.9
	5	236	97.9	40.6	41.1	18.3	59.4
	6	204	98.5	39.9	45.6	14.5	60.1
	7	202	97	50	38.9	11.1	50
	8	216	98.6	48.8	38.9	12.3	51.2
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	240	98.3	37.3	40.4	22.2	62.7
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	200	96.5	41.3	42.4	16.3	58.7

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	197	100.0	21.3	42.0	27.1	9.6	43.1	68.0	No	Yes
Male	108	100.0	27.5	43.1	22.5	6.9	33.3	63.1	N/A	N/A
Female	89	100.0	14.0	40.7	32.6	12.8	54.7	73.1	N/A	N/A
White	15	100.0	13.3	33.3	26.7	26.7	66.7	79.4	I/S	I/S
African American	182	100.0	22.0	42.8	27.2	8.1	41.0	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	33	100.0	60.0	33.3	3.3	3.3	6.7	74.0	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	0	N/A	N/A	N/A	N/A	N/A	N/A	45.1	I/S	I/S
Subsidized meals	157	100.0	20.5	41.7	28.5	9.3	44.4	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	197	100.0	37.2	36.7	19.1	6.9	37.2	62.3	No	Yes
Male	108	100.0	45.1	35.3	14.7	4.9	29.4	61.4	N/A	N/A
Female	89	100.0	27.9	38.4	24.4	9.3	46.5	63.2	N/A	N/A
White	15	100.0	20.0	13.3	33.3	33.3	73.3	75.3	I/S	I/S
African American	182	100.0	38.7	38.7	17.9	4.6	34.1	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	33	100.0	80.0	13.3	3.3	3.3	6.7	67.7	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	0	N/A	N/A	N/A	N/A	N/A	N/A	47.1	I/S	I/S
Subsidized meals	157	100.0	37.7	37.1	19.2	6.0	36.4	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	197	97.0	77.5	12.0	6.8	3.7	N/A	N/A	N/A	N/A
Male	108	95.4	79.6	10.7	5.8	3.9	N/A	N/A	N/A	N/A
Female	89	98.9	75.0	13.6	8.0	3.4	N/A	N/A	N/A	N/A
White	15	93.3	57.1	7.1	28.6	7.1	N/A	N/A	N/A	N/A
African American	182	97.3	79.1	12.4	5.1	3.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	33	84.8	92.9	3.6	N/A	3.6	N/A	N/A	N/A	N/A
Migrant	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	157	97.5	76.5	13.1	7.2	3.3	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2010	222	97.3	16.6	37.9	29.9	15.6	55.0	65.9
	2011	197	100.0	21.3	42.0	27.1	9.6	43.1	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	222	97.3	26.1	35.1	28.9	10.0	50.7	62.3
	2011	197	100.0	37.2	36.7	19.1	6.9	37.2	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate, grades K-8	94.7%	94.0%**	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year